

IMPROVING STUDENTS' SPEAKING PERFORMANCE BY USING TALKING STICK METHOD

AN ARTICLE

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2017

IMPROVING STUDENTS' SPEAKING PERFORMANCE BY USING TALKING STICK METHOD

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Abstract: This research was conducted based on the problems found in the process of learning activities.. The purpose of this research was to improve students' speaking performance by using talking stick method. This classroom action research was conducted in 3 cycles. The participant of this research was 14 students of the second grade of SMPS BumiKhatulistiwa in Academic Year 2016/2017. The data were gathered from observation-checklist, field note and students' score in each cycle. The data showed that the students' were encouraged to speak confidently in front of their friends. In the cycle 1, the main problem faced by the students was they did not use various vocabularies. In the cycle 2, the students were enthusiastic to speak; tell their experience even they still used limited vocabulary to describe their opinion. Then, in the cycle 3, only small number of students who had problem in their performance, almost all students had improved their performance. In conclusion, the implementation of talking stick method could encourage students to speak and also helped the students solve their problems in speaking; self-confident.

Keywords: *Talking stick method, Students speaking performance.*

Abstrak: Penelitian ini dilaksanakan berdasarkan masalah yang ditemukan didalam proses pembelajaran. Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan siswa untuk tampil berbicara dengan menggunakan metodologi tongkat berbicara. Penelitian tindakan kelas ini dilaksanakan dalam 3 siklus. Peserta dari penelitian adalah 14 orang siswa dari kelas delapan SMPS Bumi Khatulistiwa tahun akademik 2016/2017. Data menunjukkan bahwa siswa terdorong untuk berbicara dengan percaya diri didepan teman-temannya. Di siklus 1, masalah yang sering dihadapi siswa adalah mereka tidak menggunakan kosakata yang beragam. Di siklus 2, siswa-siswa telah antusias untuk berbicara; menceritakan tentang pengalaman mereka walaupun mereka masih menggunakan kosakata yang terbatas untuk mendeskripsikan opini mereka. Lalu, di siklus 3, hanya sedikit dari mereka yang masih memiliki masalah di penampilan mereka. Hampir seluruh siswa telah melakukan peningkatan. Kesimpulannya, penerapan metode tongkat berbicara dapat memicu siswa untuk berbicara dan juga membantu siswa untuk memecahkan masalah mereka dalam berbicara yaitu kepercayaan diri.

Kata kunci : *Metode tongkat berbicara, Penampilan berbicara siswa.*

Being able to communicate orally in English has become something important. By mastering speaking skill, people can carry out conversation with others, share their ideas, and exchange the information with the other people around the world. It will be easier for us to communicate with people abroad, especially those who are using English as their language.

In Indonesia, English is one of the important subjects which should be tested every year. Students start to learn English since they're in the elementary school. Wherever English was taught, they will have their own problem. In this case, the researcher tried to focus on the problem faced student in junior high school. On the preliminary observation during the teaching - learning process in SMPS Bumi Khatulistiwa Kubu Raya, the researcher found that there were some problems that arose in students' speaking performance. It was found that the student's had difficulties in speaking in front of the class, they were still not confident to practice the conversation, some of them were shy and had anxiously. The students were also passive during the classroom activities. It becomes a habit in class to speak Indonesian rather than English. The situation happened because students had limited vocabularies and they had difficulties to recall the vocabularies. The use of talking stick method helps the teacher to conduct teaching and learning activity easier. Based on the research background, this research was conducted to answer this question: How does talking stick method improve students' speaking performance?

Villalobos (2015) stated that speaking is one of the most fundamental and common human behaviors. It can also say as an active or productive skill. It means that speaking doesn't always deal with the grammatical order but the important thing is the practice of it. Speaking also a part of language skills which are a productive and complex skill. Therefore, students can use their ability to express what they feel and think orally. It can be stated that speaking is the ability to make listeners understand about what is being talked.

Based on Brown (2009) there are five types of speaking; (1) imitative speaking (2) intensive speaking (3) responsive speaking (4) interactive speaking and (5) extensive speaking. This research was focused on extensive speaking because it include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

In learning and teaching speaking, there are three elements of speaking such as fluency, accuracy and comprehensibility. In speaking ability, fluency always is a problem. In causes by some factors, some example: self-confidence, motivation, vocabulary, interest, grammar and etc. As though fluency, accuracy also become a problem because it deals with vocabulary, pronunciation and grammar. In line with, comprehensibility become a complement because the term of comprehensibility has something to do with the way of test taker get the examiner understands the speech he produced. It is specific to the thinking process. Good comprehension includes the speaker discovering the meaning which needs to achieve the particular purpose set by him/her. Those elements were something that should be achieved in learning speaking.

To overcome the problem arose, the writers applied Talking Stick by Spencer Kagan. It is a kind of methods used in Americans to invite all the people speak. Talking stick is passed from person to person as they speak and only the person who holding the stick is allowed to talk. According to Garret (1998), talking stick method is a method that uses a stick well-known as a wooden stick, which the facilitator or the leader begins by picking up the stick to sharing the feeling or concern with the group. It is passed clockwise to the next person, who may choose to speak or to remain silent. Then, the talking stick is passed to each person for getting a chance to speak.

Locust cited in Fujioka (1998) state that the rules of talking stick is “Whoever holds the talking stick has within his hands the power of words. Only he can speak while he holds the stick, and the other council members must remain silent. The eagle feather tied to the stick gives him the courage and wisdom to speak truthfully and wisely. The rabbit fur on the end of the stick, reminds him that his words must come from his heart” In line with, Nasih stated as cited in Rahayuningsih (2013), talking stick method is one of cooperative learning methods in the learning process by a stick, the student who gets the stick must answer the question by the teacher. Talking stick method is not only trains the students speak up but also creates fun and active condition in the class.

Aini (2010) stated that define that the talking stick method has strengths and weakness. This method gives the advantages to attract the student’s preparation, so they are more serious in learning. Kagan (2009) describe the strength and weakness about the method as follow: Advantages: (1) Keep the students alert. (2) Helps the teacher realizes if the students are listening and understanding or not.(3) Helps the teacher find out what they already know. (4) The teacher talks less and the students talk more. Disadvantages: (1) Time consuming.

In teaching speaking, English teacher must be creative to design many communication activities in the classroom that urge and motivated student to use the language actively and productively. In other words, the teacher is responsible for the situation where the student can communicate orally with their classmate. To make the student more active, it needs a technique which easier for students. The technique which is talking stick, it occasion work with the students makes a circle and running together with the simple song. While a song is playing, student rotates the stick to the next person. A talking sticks a usually decorated in score manner when students have created talking stick as a building activity.

METHOD

In conducting this study, the writers applied Classroom Action Research as the research methodology. Classroom action research methods were proposed by Kurt Lewin in 1946, as a research technique in social psychology. The purpose of conducting Action Research according to Burns (2010:2) is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice. As Cohen (2000) stated: Action research is a powerful tool for change and improvement at the local level. As Creswell (2012) also states that action research designs are systematic inquiries done by the teachers to gather information and subsequently improve their particular school

operate how they teach and how well their students' learn. According to Burns (2010:19) described classroom action research into 4 steps: planning, acting, observing, and reflecting.

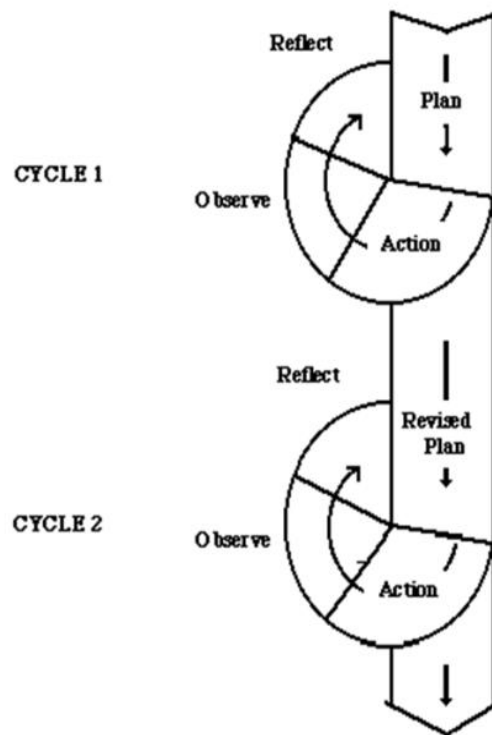


Chart 1
Cyclical action research model based on Kemmis and McTaggart (1998) cited in Burns (2010)

The participants of this study are VIII A students of SMPS Bumi Khatulistiwa Kubu Raya. They are 14 students in total. The tools of data collecting were used by the writer were observation checklist and field note. The analysis data used in this research is the observation of students' activities in the classroom during teaching learning process. The data has been analyzed by reflecting the factor information taken from the students' test, observation checklist tables, and field notes.

The reflecting is one of getting feedback of the teaching-learning process. From this activity, the researcher expects to find out the benefit of the strength and the weakness of the process. After knowing the weakness, the researcher then can decide what action would be treated in the classroom to improve the teaching-learning process. (1) In checklist observation, there were several aspects that should be given a checklist. These aspects were the indicator whether or not the students and teacher did each step when applied talking stick. (2) To know whether the students already have improvement or not in each cycle, the teacher need to scoring the performance based on the guideline.

Table 1
Speaking Assessments' Scale

Classification	Scale
Good to Excellent	80 – 100
Average to Good	70 – 79
Average	60 – 69
Poor to Average Bad	50 – 59
Poor	0 - 49

RESEARCH FINDING AND DISCUSSION

Research Finding

This study was conducted in three cycles. Each cycle consist of four stages and presented in table below.

Table 2
Summary of the cycle

Cycle 1	Cycle 2	Cycle 3
Planning : <ul style="list-style-type: none"> - To encourage students' speaking performance, the writer applied a method that which can help them overcomes their problem. - The writer prepared the lesson plan, observation checklist, guideline for the assessment and had a discussion with the teacher. 	Planning : <ul style="list-style-type: none"> - Made some innovation to build a good class atmosphere. - Had some modification to the method. - The teacher used power point to attract the students. - The teacher gave more attention to the students who got lower score. - Drilled the students with the vocabularies given by the teacher from cycle 1 	Planning : <ul style="list-style-type: none"> - The writer and the teacher agreed to have a precondition class before the method was applied. - The teacher use some pictures to make them easier to memorize the story.
Acting : <ul style="list-style-type: none"> - It was conducted on Tuesday, September 20th, 	Acting : <ul style="list-style-type: none"> - It was conducted on Friday, September 23rd, 	Acting : <ul style="list-style-type: none"> - It was conducted on Thursday, October 18th,

<p>2016.</p> <ul style="list-style-type: none"> - One student was not coming. - Explained about recount text and past tense. - Asked the students to make a simple recount text about their unforgettable experience. - Applied talking stick method to the students - Played a song and asked the students to sing together - Stopped the music and asked the student who got the stick to stand up and tell his story. - Most of them can mention 3 sentences with 6 vocabularies given by the teacher - Gave them homework to make a recount text about their holiday <p>Observing :</p>	<p>2016.</p> <ul style="list-style-type: none"> - One student was not coming, and he is the same person from the cycle 1. - Showed them an example of recount text from power point. - Checked their homework (recount text) about holiday. - Drilled the students with the vocabularies to make sure they know how to pronounce it. - Applied talking stick method to the students. - Played a song and asked the students to sing together - Stopped the music and asked the student who got the stick to stand up and tell his story. - After the person finished his chance, he allowed giving the stick to whoever he wants and the stick will start with that person. - Almost all the students shown the good improvement. <p>Observing :</p>	<p>2016.</p> <ul style="list-style-type: none"> - The teacher gave them time to re-read the story and prepare for their performance. - Two students were gone to the office to do some activities. - The teacher explained about the scoring guide, so they will know what aspect that should be assessed. - Asked the students to move their chair and make a circle. - Applied talking stick method to the students. - Played a song and asked the students to sing together - The first student can deliver the story very well and the others friends were motivated to do same. - All the of students were very happy and enthusiasm because they did their best performance. <p>Observing :</p>
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<ul style="list-style-type: none"> - The class was very noisy - The chair arrangement was too far - The mean score of 13 students are 71.53 (average to good) - All of the step from talking stick are applied well 	<ul style="list-style-type: none"> - The class arrangement is better than cycle 1. - The students were active because they are ready to perform their story. - The mean score of 13 students are 75.76 (average to good) 	<ul style="list-style-type: none"> - The students seem more ready to perform. - The class was too quite because it only consist of 11 students. - The mean score of 11 students are 81.36 (good to excellent)
<p>Reflecting :</p> <ul style="list-style-type: none"> - The result of the cycle is quite satisfying but need some improvement. - The teacher should motivate the students. - It needs a precondition before applied the method - The recount text should be homework so they will have enough time to make it and prepare for the performance. 	<p>Reflecting :</p> <ul style="list-style-type: none"> - The second cycle is much better than cycle 1. - The teacher chooses the theme which is interesting so the students were enthusiasm. - The teacher should do several activities / precondition class before applied the method. 	<p>Reflecting :</p> <ul style="list-style-type: none"> - This cycle is better than the previous cycle. - The problem appeared had been minimize. - Choosing the right method for precondition class is important.

The finding showed that students' speaking performance was improved through cycles. In cycle 1 almost all of student looked confused when the teacher asked them to make recount text, but when they are performing their stories some of them can deliver the story well while most of them wasn't really mastering the story include the vocabularies and pronunciation.

In cycle 2, there was some modification to the procedure of the technique. It happened because the teacher would like to make the class more interactive. The teacher also needs a pre-condition class to get students attention. In this cycle the teacher uses power point and drilled the vocabularies to make sure students get the point. As the result their ability was improved. Most of the students can deliver their story in the right way and improved in all aspect of assessment.

Furthermore, in cycle 3 the teacher uses pictures when the pre-condition class to make them easier memorizing the vocabularies. It happened one meeting before applying the talking stick. The teacher also asked the students to make the recount text as their homework. So, when the method is ready to apply, they are already done with their text. In addition, the atmosphere of class was quite so the students were focused on their preparation to performance. In conclusion choosing to right method for pre-condition class was important.

Discussion

From the three cycles conducted for this research, the teacher, and the writer agreed to use all score from each cycle to gather the data. The writer gathered the data as follows:

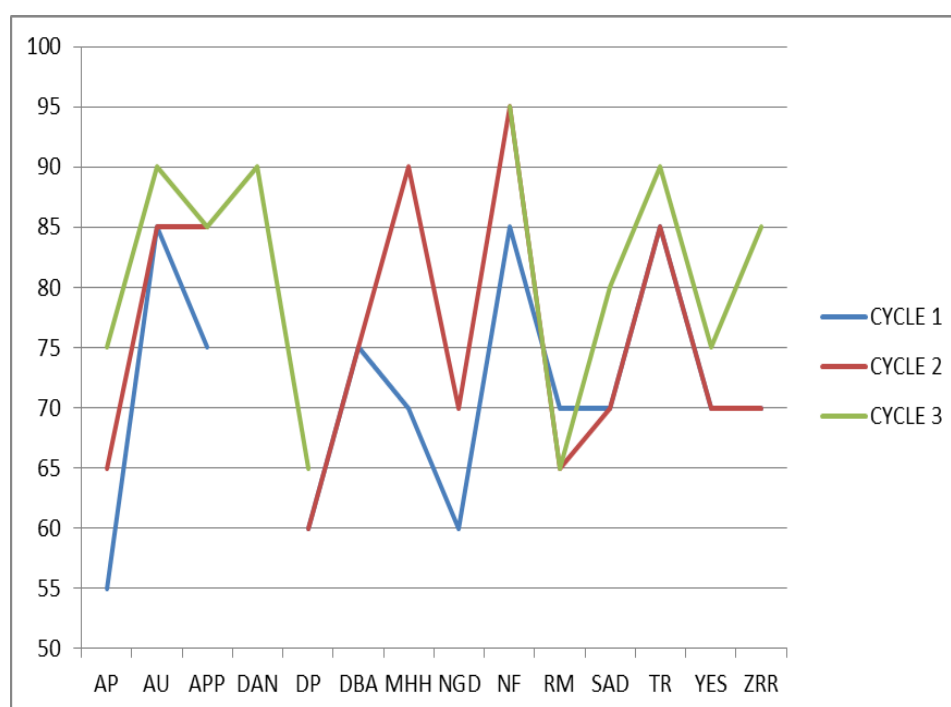


Chart 2
Students' score in 3 cycle

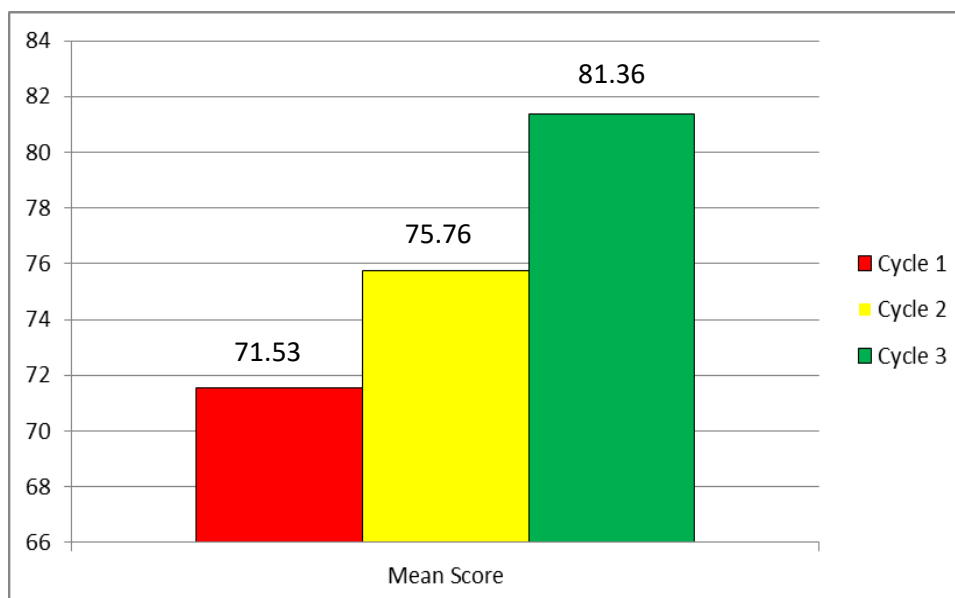


Diagram 1
Students' meanscore

Those improvements are caused by several strategies by talking stick and collaborate with the precondition by the teacher. Talking stick method can trigger them to speak because when the teacher used some traditional method such as call their name by their name from attendance list, they will refuse to come and some of them are too shy and always said that they didn't ready to have their performance. The improvement of students' speaking performance can be seen from cycle to cycle. It's not only from their score but also from their motivation and interest in learning the process. It can be seen from the students' attention when the teacher wants to apply the method. They felt like talking stick as fun as playing a game, because when it was applied, the teacher played some popular song so they can sing together while guessing who will have a turn to perform their speaking.

In conclusion, the writer believed that the use of talking stick method can encourage students to speak. In the implementation, to help them mastering the vocabularies at the same time, the teacher should still use some creative ways, and at this time the teacher uses drilling and picture as the supporting method.

CONCLUSION AND SUGGESTION

Conclusion

Based on the analysis of the study above and its result, it is concluded that the students' speaking performance can be improved through Classroom Action Research by applying talking stick method. The students should ready all the time whenever they got their turn to make their preparation much better than before. It helps to encourage the students to have better performance. While the method was applied, it should have the preconditioning time to help them prepare or make the materials for their speaking. At last, the method as the new style of the teacher to

change the traditional method for encourages students' speaking performance and the result is also much better from cycle to cycle.

Suggestions

Based on the research finding and discussion, there are some suggestions that the writer would like to propose, they are: (1) the talking stick method can be alternative ways for English teacher to encourage the students to speak in the learning process. Besides that, the teacher should creative to modify the rules but still keep the core of the method. In addition, before applying the method, the teacher should prepare the learning aids well, such as the materials, the easy listening song and the strategies to help them prepare their materials for speaking. (2) The teacher should motivate the students, especially the students who had low English skill. They have to be brave to express their idea whether it right or wrong. (3) For the researcher who is going to conduct the similar study, it is suggested to give additional activities such as drilling, using picture and power point or pre-condition to help them prepare the material and use various strategies.

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